

Franklin University

## FUSE (Franklin University Scholarly Exchange)

---

Scholarship Forum 2013

---

9-25-2013

### Beyond Codes: Translating Genetics to Nursing Practice

Rachel Choudhury

Franklin University, [rachel.choudhury@franklin.edu](mailto:rachel.choudhury@franklin.edu)

Follow this and additional works at: <https://fuse.franklin.edu/forum-2013>



Part of the [Nursing Commons](#)

---

#### Recommended Citation

Choudhury, Rachel, "Beyond Codes: Translating Genetics to Nursing Practice" (2013). *Scholarship Forum 2013*. 13.

<https://fuse.franklin.edu/forum-2013/13>

This Presentation is brought to you for free and open access by FUSE (Franklin University Scholarly Exchange). It has been accepted for inclusion in Scholarship Forum 2013 by an authorized administrator of FUSE (Franklin University Scholarly Exchange). For more information, please contact [karen.caputo@franklin.edu](mailto:karen.caputo@franklin.edu).

# Beyond Codes: Translating Genetics to Nursing Practice

By Rachel Choudhury, MSN, RN, CNE – Adjunct Faculty, RN-BSN Program



## Purpose & Objectives

- ❑ Examine influencing factors and processes by which RN-BSN students develop genetics/genomics self-efficacy in their current practice areas
- ❑ Discuss implications of findings for course and program enrichment

## Significance

- ❑ Baccalaureate-prepared nurses are expected to have a foundation in genetic/ genomic knowledge, skills, and attitudes (AACN, 2008; NCHPEG, 2007)
- ❑ Nursing research show that link exists between self-efficacy and acquisition of competencies, thereby narrowing academic practice gaps

## Theoretical Frameworks

- ❑ *Self-Efficacy Theory* (Bandura, 1977, 1981)
- ❑ *Self-Regulated Learning Model* (Kuiper & Pesut, 2004)
- ❑ *Universal Design for Learning* (Rose & Meyer, 2002)

## Methodology

- ❑ Course & Curriculum Components
- ❑ Data from “Reflective Learner” Exercise
- ❑ Thematic Analysis of Data Collected

## Implications: Course & Program Enhancement

- ❑ Continue to apply concepts to nursing practice: “*Relevance*” and “*Significance*”
- ❑ Importance of Nursing Roles: “*Advocate*” and “*Counselor*” - Provide Examples

## Evaluation and Analysis

Student Engagement: Engaged throughout the entire course (12/15)											
Research Paper (6); Weekly Discussion (4)								*			
*Least Engaged Week 6: Advocacy (2)											

"Ah-Hah!" Moments: YES (10/15)					NONE (3)				
*					**				
*Assignments reinforced concepts relevant to nursing practice (6)									
*Extent of genetics/genomics research (2)									
**All information were interesting									

Learning Activities: Most Engaging/Meaningful									
Research Paper (6)					Weekly Disc (4)				
Least Engaging/Meaningful									
NONE (5)					*Advocacy Assignment (4)		**Genetic Counseling (3)		
* Difficulty finding current legislative issues r/t to content									
* Not sure what to write on									
**Not sure how to approach the assignment									

Practice Application									
Patient/Family Education (7)					[Genetic Testing (2)]				
Apply Knowledge of Genetics Diseases (4)					[Assessment (2)]				
Learning more about genetic diseases (3)									

Change in Nursing Perception: YES (9/15)					NO (5/15)				
*					**				
*Increased knowledge and skills to enhance patient care – [6/9]									
> Nurse's role in advocacy and counseling [2/9]									
> Lifelong learning to apply to nursing practice [2/9]									
> Interest in research [2/9]									
**Reinforced nurse's role in providing quality patient care [2/5]									
and other opportunities in nursing [2/5]									

Most Important Things Learned in the Course									
Role of Genetics/Genomics in Nursing Practice (10)									
Knowledge/Research (10)									
Patient Advocacy (3)									
Patient Education/Genetic Testing Info (3)									
Seeing Others' Point of View (3)									